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ABSTRACT

Produced between July 1996 and June 1997, the seven research briefs collected in this document highlight findings from institutional research conducted at Florida's St. Petersburg Junior College (SPJC). The reports cover the following topics: (1) student retention between fall 1995 and spring 1996, finding that part-time students and those between 25 and 35 years of age were less likely than other students to return; (2) 1994-95 graduate attitudes, reporting that 90.7% rated their overall preparation for work or school after SPJC as good, very good, or excellent; (3) the attitudes of employers of 1994-95 SPJC graduates, indicating that they were generally very satisfied with the graduates' preparation; (4) enrollment for fall 1996 compared to fall 1995, showing an 8.7% decrease in credit headcount enrollment; (5) characteristics of students enrolled in college preparatory classes compared to the general student population in fall 1995, indicating that the majority of remedial students were 24 or younger and that Hispanic students were overrepresented in remedial courses compared to their representation in the entire student population; (6) statewide enrollment and graduation trends compared to trends at SPJC, finding that SPJC trends generally mirrored statewide trends; and (7) a comparison of 1995-96 and 1990-91 SPJC graduates, indicating that more graduates from 1995-96 had participated in remedial programs than those from 1990-91. (BCY)

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ED 413 022

Research Brief
1996-1997

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St. Petersburg Junior College
Office of Institutional Research

JC 970 578

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 6 NUMBER 1 JULY 1996

STUDENT RETENTION STUDY

INTRODUCTION

In order to learn more about students who attend St. Petersburg Junior College (SPJC) and who do not complete their programs, the Office of Institutional Research examined the demographics of students who attend one session but fail to return the next session. Specifically, the demographics of the cohort of degree seeking students who attended the Fall 1995 session and (1) who were not enrolled in the Spring 1996 session (as of early February 1996), (2) who did not graduate in December 1995, and (3) who were neither on probation nor on "hold" were compared to the demographics of all degree seeking students who attended Fall 1995 (based on end-of-term data). The table on the next page describes those data.

FINDINGS

The distribution of students attending at the end of Fall 1995 shows that 38.1% identified Clearwater as their home campus, 48.4% identified St. Petersburg/Gibbs as their home campus, and 13.5% identified the Tarpon Springs Center as their home campus. This was very similar to the distribution by home campus of the cohort of students who attended in the Fall but did not return in the Spring session. The distribution of non-returning students by home campus was Clearwater 36.7%, St. Petersburg/Gibbs 49.0%, and Tarpon Springs Center 14.4%. Thus, the distribution of non-returning students across home campuses appeared consistent with the distribution of all degree seeking students.

The same was true with respect to gender and ethnicity. For Fall 1995, 39.2% of degree seeking students were male and 60.8% of degree seeking students were female. Forty percent (40.0%) of the non-returning students were male and 60.0% were female. The distribution of all Fall 1995 degree seekers by ethnicity was: white, 84.4%; black, 7.1%; Hispanic, 4.0%; Asian, 3.4%; and American Indian, 1.1%. The distribution of non-returning students was: white, 85.4%; black, 6.9%; Hispanic, 3.7%; Asian, 2.7%; and American Indian, 1.3%.

There was little difference in the percentage of students in the 24 years or less age group in both the group of all students (48.0%) and the cohort of non-returning students (48.7%). There were some differences, although not large, in the students in the 25-34 age group (all students, 27.4%; cohort, 31.1%) and in the 35 and older age groups (all students, 24.6%; cohort, 20.1%). A comparison of the percentages showed that more students in the 25-34 year age group of the cohort failed to return than in the all student group. The reverse was true for students over 35 years of age. The table shows that for each age classification the percentage of students in the cohort who failed to return was less than in the all student group.

An examination of the distribution of all students and the non-returning cohort students was difficult since the non-returning cohort excluded students enrolled in Fall 1995 who had not identified a degree seeking program code. (Note that in the non-returning cohort 16 students were identified as non-degree seeking as the result of program code changes.) Recalculating the percentages excluding the students in the Fall 1995 all student group who identified themselves as attending for "Other Personal Objectives" showed that 82.3% were seeking the A.A. degree and 17.7% were enrolled in Postsecondary Vocational programs (A. S. degree/vocational certificates). The corresponding numbers in the non-returning cohort were 84.1% for A. A. degree programs and 15.9% for A.S. degree/certificate programs (excluding the 16 students). Thus, the percentage of A. A. degree students in the non-returning cohort was larger than the percentage in the all student group and the reverse was true for A. S. degree/certificate programs.

There was a difference between the group of all students and the non-returning student group based on attendance status. More part-time students enrolled in Fall 1995 failed to return in Spring 1996 than students enrolled full-time in Fall 1995. Almost twenty-four percent (23.7%) of the Fall 1995 degree seeking students were classified as full-time enrolled in twelve or more credits; 76.3% were classified part-time taking less than twelve credits. In the non-returning cohort, 15.0% were classified full-time and 85.0% were classified part-time. Thus, it appears that attendance status may influence the students decision not to return the next semester. Additional information concerning actual course enrollments (that is, courses taken) and time of attendance (day vs. evening) for the part-time students who failed to return might assist the college develop retention strategies for this group.

CONCLUSION

In order to learn more about SPJC students who attend one session but fail to return the next session, student demographics were examined. Specifically, the demographics of the cohort of degree seeking students who attended the Fall 1995 session and (1) who were not enrolled in the Spring 1996 session, (2) who did not graduate in December 1995, and (3) who were neither on probation nor on "hold" were compared all degree seeking students who attended Fall 1995.

The distribution of the non-returning student cohort across home campuses appeared consistent with the distribution of all degree seeking students. The same was true with respect to gender and ethnicity.

There were some differences, although not large, by program of study and by age group. When the percentages were compared, it appeared that more students in the 25-34 year age group failed to return than in the all student group. The reverse was true for students over 35 years of age. There was little difference in the percentage of students in the 24 years or less age group between the cohort of non-returning students and the group of all students. Fewer students in vocational programs fail to return than in the university transfer programs.

There was a difference between the group of all students and the cohort of non-returning students based on attendance status. More part-time students enrolled in Fall 1995 failed to return in Spring 1996 than students enrolled full-time in Fall 1995.

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Profile of Fall 1995 Degree Seeking Students vs. Cohort of Spring 1996 Non-Returning Degree Seeking Students

All Degree Students Attending Fall 1995

	CLEARWATER		ST. PETE/G		TARPON CENTER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PROGRAM								
Advanced & Professional	5,596	67.6%	7,225	68.6%	2,117	72.1%	14,938	68.7%
Postsecondary Vocational	1,232	14.9%	1,599	15.2%	377	12.8%	3,209	14.8%
Other Personal Objectives	1,456	17.6%	1,703	16.2%	443	15.1%	3,602	16.6%
Total by Program	8,284		10,527		2,937		21,749	
Percent by Campus	38.1%		48.4%		13.5%		100.0%	
TYPE OF ATTENDANCE								
Full-time	2,021	24.4%	2,467	23.4%	676	23.0%	5,164	23.7%
Part-time	6,263	75.6%	8,060	76.6%	2,261	77.0%	16,585	76.3%
GENDER								
Male	3,455	41.7%	3,987	37.9%	1,080	36.8%	8,523	39.2%
Female	4,829	58.3%	6,540	62.1%	1,857	63.2%	13,226	60.8%
RACE								
White	7,226	87.2%	8,392	79.7%	2,739	93.3%	18,357	84.4%
Black	365	4.4%	1,142	10.8%	43	1.5%	1,550	7.1%
American Indian	80	1.0%	128	1.2%	27	0.9%	236	1.1%
Asian	258	3.1%	433	4.1%	40	1.4%	731	3.4%
Hispanic	355	4.3%	432	4.1%	88	3.0%	875	4.0%
AGE								
15-19	1,683	20.3%	2,017	19.2%	738	25.1%	4,438	20.4%
20-24	2,404	29.0%	2,799	26.6%	794	27.0%	5,997	27.6%
25-29	1,296	15.6%	1,691	16.1%	369	12.6%	3,356	15.4%
30-34	992	12.0%	1,321	12.5%	302	10.3%	2,615	12.0%
35-39	695	8.4%	1,062	10.1%	261	8.9%	2,018	9.3%
40-44	509	6.1%	748	7.1%	190	6.5%	1,447	6.7%
45-49	327	3.9%	432	4.1%	142	4.8%	902	4.1%
50-54	175	2.1%	211	2.0%	66	2.2%	452	2.1%
55-59	77	0.9%	102	1.0%	31	1.1%	210	1.0%
60 and over	123	1.5%	140	1.3%	43	1.5%	306	1.4%
Not known	3	0.0%	4	0.0%	1	0.0%	8	0.0%

Cohort of Students Not Returning Spring 1996

PROGRAM								
Advanced & Professional	1,255	81.5%	1733	84.3%	527	87.4%	3515	83.7%
Postsecondary Vocational	282	18.3%	310	15.1%	75	12.4%	667	15.9%
Other Personal Objectives	3	0.2%	12	0.6%	1	0.2%	16	0.4%
Total by Program	1,540		2,055		603		4,198	
Percent by Campus	36.7%		49.0%		14.4%		100.0%	
TYPE OF ATTENDANCE								
Full-time	239	15.5%	303	14.7%	89	14.8%	631	15.0%
Part-time	1,301	84.5%	1752	85.3%	514	85.2%	3567	85.0%
GENDER								
Male	678	44.0%	790	38.4%	213	35.3%	1681	40.0%
Female	862	56.0%	1265	61.6%	390	64.7%	2517	60.0%
RACE								
White	1,391	90.3%	1640	79.8%	554	91.9%	3585	85.4%
Black	45	2.9%	239	11.6%	7	1.2%	291	6.9%
American Indian	15	1.0%	29	1.4%	9	1.5%	53	1.3%
Asian	35	2.3%	69	3.4%	8	1.3%	112	2.7%
Hispanic	54	3.5%	78	3.8%	25	4.1%	157	3.7%
AGE								
15-19	259	16.8%	329	16.0%	119	19.7%	707	16.8%
20-24	513	33.3%	641	31.2%	186	30.8%	1340	31.9%
25-29	302	19.6%	378	18.4%	94	15.6%	774	18.4%
30-34	177	11.5%	295	14.4%	62	10.3%	534	12.7%
35-39	124	8.1%	191	9.3%	54	9.0%	369	8.8%
40-44	81	5.3%	119	5.8%	44	7.3%	244	5.8%
45-49	52	3.4%	62	3.0%	25	4.1%	139	3.3%
50-54	20	1.3%	27	1.3%	13	2.2%	60	1.4%
55-59	6	0.4%	6	0.3%	3	0.5%	15	0.4%
60 and over	6	0.4%	7	0.3%	3	0.5%	16	0.4%
Not known	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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RESEARCH BRIEF

INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 6 NUMBER 2 AUGUST 1996

RECENT ALUMNI SURVEY

As part of the St. Petersburg Junior College (SPJC) strategic planning process, the Institutional Assessment Group developed the "Recent Alumni Survey". Designed to be administered to all graduates within the first year of their program completion, the survey serves multiple purposes:

- To obtain information about current activities of College alumni,
- To determine student satisfaction with the programs and services available at SPJC,
- To obtain data to supplement and meet the Performance Based Incentive Funding (PBIF) criteria, and
- To obtain data to complete the yearly Placement and Follow-Up Report.

This year's effort included surveying 2,612 completers who graduated in reporting year 1994-95. A mail survey was administered to the completers in December 1995 with a reminder sent in January 1996. Furthermore, during the months of March and April 1996, telephone follow-up surveys were conducted to acquire information from all graduates who did not respond by mail.

A total of 1,410 graduate responses were received. Of this total, 796 were received by mail and 614 responded by telephone. Responses were received from 993 A.A. graduates, 393 A.S. graduates, and 24 Certificate (CT.) graduates. The overall response rate was 54.0% (57.8% A.A. degree graduates; 46.0% A.S. graduates; and 61.5% CT. graduates).

Some highlights of the findings are:

- Over 68% (967) of the 1,410 graduates reported that they were employed. This varied by degree. More than eighty-five percent (85%) of the A.S. and CT. graduates were employed compared to 61.3% A.A. graduates.
- Sixty-five percent (65%) of the respondents reported they were continuing their education. As expected, the percentage of A.A. graduates continuing their education was greater than other program completers. Eighty-one percent (81.3%) of the A.A. graduates are furthering their education either in a four-year or a two-year college (studying in another program area). This compares with 26.4% of the A.S. and CT. completers who are continuing their education.
- Of the 1,410 respondents, 540 (38.3%) reported they were both employed and continuing their education. Of these, 228 (42.2%) were employed full-time and continuing their education; 266 (49.3%) were employed part-time and continuing education; and 46 (8.5%) were continuing their education and were employed but did not indicate the number of hours per week. The table on the opposite side shows by degree earned the number and percentages of students employed and attending college.
- Employment in-field was reported by nearly 85% of the 341 A.S. graduates and 76% of the 17 CT. graduates.
- Regarding salary, the survey results showed the hourly salary for the A.S. completers employed in a field related to their studies was slightly higher than the A.A. completers who were employed in a field related to their studies. The average hourly salary for 180 A. S. graduates employed full-time in a study-related field (and who disclosed their wage) was $12.69. for the 79 A.A. respondents the amount was $11.47. The amounts earned varied by program with those employed in the health professions generally earning more than others.
- In attaining employment, 42% of the graduates indicated that their SPJC studies helped them obtain their present positions. 38.9% indicated that their studies had no effect regarding their employment, and 10.5% indicated that their studies either helped them retain their position or helped them obtain a promotion. Another 8.6% indicated that their employment assisted them in other areas.
- Of those A.A. degree graduates continuing their education, over 9 in 10 (90.5%) transferred to upper-level institutions and 93.8% of them remain in Florida.
- When asked about their satisfaction with programs and services, the vast majority (90.7%) rated their overall preparation for work/school after SPJC, and 96.7% rated the quality of instruction as good, very good or excellent.

The responses confirmed that SPJC academic programs (A.A., A.S. and CT.) are achieving their intended objectives. The A.A. programs appear to be preparing students for transfer to a four year institution while the A.S. and CT. programs are preparing students for work. This is consistent with the findings of the 1992-93 Graduate Survey conducted by the Institutional Research Office in the Summer of 1994.

If you have any questions or wish to review to full report of the study, please contact Dr. Susanne Fischer at fischers@email.spjc.cc.fl.us or extension 3374.

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Employment/Education Activities of 1994-95 Graduates

EMPLOYMENT ACTIVITY	EDUCATIONAL ACTIVITY											
	Full-time Student		Part-time Student		Enrollment Status Unknown		Activity Subtotal		NO COLLEGE		TOTAL	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A.A. Respondents												
EMPLOYED												
Full-time	47	4.7	114	11.5	2	0.2	163	16.4	128	12.9	291	29.3
Part-time	202	20.3	43	4.3		-	245	24.7	20	2.0	265	26.7
Employed unknown	28	2.8	15	1.5	1	0.1	44	4.4	9	0.9	53	5.3
Employed Subtotal	**277**	**27.9**	**172**	**17.3**	**3**	**0.3**	**452**	**45.5**	**157**	**15.8**	**609**	**61.3**
Unemployed	327	32.9	24	2.4	4	0.4	355	35.8	26	2.6	381	38.4
Military	-	-	-	-	-	-	-	-	3	0.3	3	0.3
A.A. Total	**604**	**60.8**	**196**	**19.7**	**7**	**0.7**	**807**	**81.3**	**186**	**18.7**	**993**	**100.0**
A.S. Respondents												
EMPLOYED												
Full-time	9	2.3	48	12.2	3	0.8	60	15.3	225	57.3	285	72.6
Part-time	4	1.0	12	3.1	2	0.5	18	4.6	28	7.1	46	11.7
Employed unknown	-	-	2	0.5	-	-	2	0.5	8	2.0	10	2.5
Employed Subtotal	**13**	**3.3**	**62**	**15.8**	**5**	**1.3**	**80**	**20.4**	**261**	**66.4**	**341**	**86.8**
Unemployed	10	2.5	5	1.3	1	0.3	16	4.1	34	8.7	50	12.7
Military	-	-	-	-	-	-	-	-	2	0.5	2	0.5
A.S. TOTAL	**23**	**5.9**	**67**	**17.0**	**6**	**1.5**	**96**	**24.5**	**297**	**75.6**	**393**	**100.0**
Certificate Respondents												
EMPLOYED												
Full-time	2	8.3	3	12.5	-	-	5	20.8	4	16.7	9	37.5
Part-time	1	4.2	2	8.3	-	-	3	12.5	3	12.5	6	25.0
Employed unknown	-	-	-	-	-	-	-	-	2	8.3	2	8.3
Employed Subtotal	**3**	**12.5**	**5**	**20.8**	**-**	**-**	**8**	**33.3**	**9**	**37.5**	**17**	**70.8**
Unemployed	6	25.0	-	-	-	-	6	25.0	1	4.2	7	29.2
Military	-	-	-	-	-	-	-	-	-	-	-	-
CT. TOTAL	**9**	**37.5**	**5**	**20.8**	**-**	**-**	**14**	**58.3**	**10**	**41.7**	**24**	**100.0**
All Respondents												
EMPLOYMENT												
Full-time	58	4.1	165	11.7	5	0.4	228	16.2	357	25.3	585	41.5
Part-time	207	14.7	57	4.0	2	0.1	266	18.9	51	3.6	317	22.4
Employed unknown	28	2.0	17	1.2	1	0.1	46	3.3	19	1.3	65	4.6
Employed Subtotal	**293**	**20.8**	**239**	**16.9**	**8**	**0.6**	**540**	**38.3**	**427**	**30.2**	**967**	**68.5**
Unemployed	343	24.3	29	2.1	5	0.4	377	26.7	61	4.3	438	31.1
Military	-	-	-	-	-	-	-	-	5	0.4	5	0.4
OVERALL TOTAL	**636**	**45.1**	**268**	**19.0**	**13**	**1.0**	**917**	**65.0**	**493**	**34.9**	**1410**	**100.0**

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 6 NUMBER 3 AUGUST 1996

EMPLOYER SURVEY OF 1994-95 GRADUATES

Employer satisfaction with St. Petersburg Junior College (SPJC) graduates is a critical component of the strategic planning process at the institution. Accordingly, the Institutional Assessment Group developed an "Employer Survey" designed to measure employer satisfaction with their preparation for work. Specifically, the purposes of the survey were:

- to attain insight into employer perceptions regarding technical and performance skill of SPJC graduates,
- to gain information to supplement college data for Performance Based Incentive Funding, and
- to identify employers who might be available to participate with the college program activities or to provide opportunities for student training or placement.

Working students who graduated in the 1994-95 reporting year and who completed the "Recent Alumni Survey" identified the employers who would receive the survey. Employers were mailed an "Employer Survey" form if the students: indicated that their work was related to their studies, agreed that their employer could be contacted, and gave the name and address of the employer. One hundred forty-six businesses were contacted. There were 92 surveys returned for a response rate of 63.0%.

The highlights of the findings of the study are summarized below:

•Employers indicated high levels of satisfaction with graduate technical and performance skills. The skill areas with the highest levels of satisfaction, that is, those rated as either excellent or very good were (1) the graduate's possession of basic skills of reading, writing and mathematics (89.1%), (2) chooses ethical courses of action (85.7%), and (3) works well with individuals from diverse backgrounds (82.6%). More than two-thirds of the employers rated even the lowest skill areas as excellent or very good. These areas were (1) uses technology effectively (67.8%), and (2) identifies, organizes, plans and allocates resources (70.6%). The table on the other side shows the ratings employers gave SPJC graduates on technical and performance skills.

•Almost all employers (97.8%) indicated they would hire another SPJC graduate.

•In order for the College to qualify for Performance Based Incentive Funding, its graduates must either be working in a field related to their SPJC degree program or earning $7.50 per hour. The majority (94.4%) of SPJC graduates were reported by employers as earning $7.50 per hour or more.

•Over one-half of the employers indicated a willingness to participate with the College on varying levels of activity, with placement of students in co-op/internship rating highest at 69.2%.

•Employer-identified additional skills (or areas of knowledge the graduate should have to help them meet employer needs) were similar with the student perceptions in the "Recent Alumni Survey". For example, both employers and students indicated a need for more experience in a clinical setting and increased management and critical thinking skills in certain programs.

In conclusion, both graduates (in the "Recent Alumni Survey") and employers indicated high levels of satisfaction with SPJC programs and training. Results from this survey confirmed the conclusions reached in the "Recent Alumni Survey" Report: A.S. degree and Postsecondary Certificate programs are achieving their intended objective of preparing students for work. (See Research Brief, Volume 6, No. 2, August 1996).

If you have any additional questions or comments, please contact Dr. Susanne Fischer via fischers@email.spjc.cc.fl.us or extension 3374.

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Employers Satisfaction Ratings of SPJC Graduate Technical and Performance Skills

Competencies and Foundation Skills	Excellent 10 9	Very Good 8 7	Good 6 5	Fair 4 3	Poor 2 1	N/A	Total Responses	Mean
Possesses basic skills of reading, etc.	52	30	9	1	-	-	92	
	56.5%	**32.6%**	**9.8%**	**1.1%**			**100.0%**	**8.5**
Uses critical thinking, problem solving, etc.	32	37	14	9	-	-	92	
	34.8%	**40.2%**	**15.2%**	**9.8%**			**100.0%**	**7.6**
Exhibits appropriate level of responsibility	38	35	10	9	-	-	92	
	41.3%	**38.0%**	**10.9%**	**9.8%**			**100.0%**	**7.9**
Chooses ethical courses of action	49	29	10	3	-	-	91	
	53.8%	**31.9%**	**11.0%**	**3.3%**			**100.0%**	**8.4**
Identifies, organizes and allocates resources	38	27	17	9	-	1	92	
	41.3%	**29.3%**	**18.5%**	**9.8%**		**1.1%**	**100.0%**	**7.5**
Participates as a team player	48	24	17	2	1	-	92	
	52.2%	**26.1%**	**18.5%**	**2.2%**	**1.1%**		**100.0%**	**8.2**
Works well w/individuals from diverse background	47	29	10	5	-	1	92	
	51.1%	**31.5%**	**10.9%**	**5.4%**		**1.1%**	**100.0%**	**8.2**
Acquires, interprets and uses information effectively	38	33	14	7	-	-	92	
	41.3%	**35.9%**	**15.2%**	**7.6%**	-		**100.0%**	**8.2**
Uses technology, e.g., computers effectively	28	32	13	5	-	11	89	
	32.2%	**35.6%**	**14.4%**	**5.6%**		**12.2%**	**100.0%**	**6.8**

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INSTITUTIONAL AND PROGRAM PLANNING

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NOVEMBER 1996

OPENING FALL CREDIT STUDENT ENROLLMENT

The purpose of this *Research Brief* is to describe the student population (headcount and distribution by course type) enrolled in degree credit courses and attending classes at St. Petersburg Junior College at the end of the first week of classes (FTE date) during the Fall Session 1996. Table 1 describes the Fall '96 credit student profile by home campus and compares this year's Collegewide profile with the same timeframe in Fall '95. Recall that students are asked to identify one of three locations as a home campus when they apply for admission--St. Petersburg/Gibbs Campus, Clearwater Campus, or Tarpon Springs Center--although they may take their courses at any site.

TABLE 1
PROFILE BY HOME CAMPUS OF CREDIT/AUDIT STUDENT ENROLLMENT
FTE DATE FALL 1996-97 COMPARED TO FALL 1995-96

	CLEARWATER		ST. PETERSBURG		TARPON CNTR.		FTE Fall 1996-97 TOTAL		FTE Fall 1995-96 TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PROGRAM										
Adv. & Prof.	4,790	71.57%	5,954	70.63%	1,813	77.18%	12589	71.79%	13,570	70.65%
Post. Voc.	958	14.31%	1,378	16.35%	327	13.92%	2668	15.22%	3,000	15.62%
Other Pers. Obj.	945	14.12%	1,098	13.02%	209	8.90%	2278	12.99%	2,637	13.73%
Total	6,693		8,430		2,349		17,535		19,207	
TYPE OF ATTENDANCE										
Full-time	1,596	23.85%	2,022	23.99%	564	24.01%	4,204	23.97%	5,070	26.40%
Part-time	5,097	76.15%	6,408	76.01%	1,785	75.99%	13,331	76.03%	14,137	73.60%
GENDER										
Male	2,711	40.51%	3,145	37.31%	852	36.27%	6745	38.47%	7,609	39.62%
Female	3,982	59.49%	5,285	62.69%	1,497	63.73%	10790	61.53%	11,598	60.38%
RACE										
White	5,795	86.58%	6,720	79.72%	2,177	92.67%	14752	84.13%	16,190	84.29%
African-American	326	4.87%	946	11.22%	34	1.45%	1306	7.45%	1,362	7.09%
American Indian	95	1.42%	155	1.84%	26	1.11%	276	1.57%	208	1.08%
Asian	225	3.36%	356	4.22%	47	2.00%	630	3.59%	668	3.48%
Hispanic	252	3.77%	253	3.00%	65	2.77%	571	3.26%	779	4.06%
Not Known	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
AGE										
15-19	1,565	23.38%	1,845	21.89%	699	29.76%	4,131	23.56%	4,439	23.11%
20-24	1,867	27.89%	2,268	26.90%	663	28.23%	4,810	27.44%	5,356	27.89%
25-29	1,098	16.41%	1,428	16.94%	327	13.92%	2,861	16.32%	2,951	15.36%
30-34	785	11.73%	974	11.55%	216	9.20%	1,980	11.29%	2,308	12.02%
35-39	542	8.10%	797	9.45%	175	7.45%	1,517	8.65%	1,701	8.86%
40-44	387	5.78%	534	6.34%	111	4.73%	1,038	5.92%	1,161	6.04%
45-49	229	3.42%	320	3.80%	94	4.00%	646	3.68%	659	3.43%
50-54	110	1.64%	161	1.91%	38	1.62%	312	1.78%	312	1.62%
55-59	62	0.93%	64	0.76%	14	0.60%	141	0.80%	126	0.66%
60 and over	36	0.54%	33	0.39%	9	0.38%	78	0.44%	187	0.97%
Not known	12	0.18%	6	0.07%	3	0.13%	21	0.12%	7	0.12%

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Significant details about the student headcount population are:

1. Program

The overall Fall '96 credit headcount enrollment decreased by 8.7% over Fall '95 at the end of the first week of classes. A review of the configuration of program types for Fall '96 showed there was a slight increase in the percentage of students enrolled in the college transfer A.A. degree program. This reverses a one year dip wherein enrollment in this program category exceeded the percentage of students enrolled in the A.S. degree program and continues the trend that occurred the previous four years. There were slight decreases in the percentage of students enrolled in both the A.S. degree/Vocational Certificate programs and those enrolled in credit courses, but not enrolled in degree programs. By September 20, 1996 the overall headcount enrollment when compared to the same day last year was only 5.1% less. This date was the last day to drop and receive a refund in other credit courses such as express, dual credit and telecourses.

2. Type of Attendance

The distribution of students based on matriculated credit hours, with fullme enrollment equal to 12 or more hours, showed that the percentage of students enrolled full-time has decreased since Fall '94 from 26.7%, to 26.4% in Fall '95, to 24.0% in Fall '96.

3. Gender

There is a slight decrease in the percentage of males attending in Fall '96 over Fall '95. Collegewide there are more females (61.5%) than males (38.5%). This same pattern is followed on each of the campuses and is consistent with the Fall '95 profile.

4. Age

Collegewide slightly more than one-half of our students continue to be between 15 and 24 years of age (51.0%). This percentage is the same as in Fall '95. There is, however, an emerging pattern wherein the percentage of students in this age bracket has been decreasing (Fall '94, 51.1%, Fall '93, 51.7%, Fall '92, 52.9%). The average age of all SPJC students enrolled in credit courses is 27.2 years (A.A., 25.1; A.S., 32.1; Other Personal Objectives, 32.8).

5. Ethnicity

On a Collegewide basis, 84.1% of the students are white; 7.5% are African-American; 3.3% are Hispanic; 3.6% are Asian; 1.6% are American Indian. As has been the trend for the past few years, the percentage of ethnic minorities continues to increase, with African-American enrollment the fastest growing minority (Fall '95, 7.1%; Fall '94, 6.7%; Fall '93, 6.3%; Fall '92, 5.7%).

Although the number and profile of the student body is important to the faculty and administration, the distribution of students across the various types of courses has equal importance, especially for college program planning. Table 2 shows the distribution of opening (FTE date) Fall '96 enrollment by credit/audit students collegewide compared to the previous four years. It is important to remember that SPJC receives the major portion of its funds from the state based on its FTE count, although additional incentive programs exist also. Collegewide, 62.0% of generated FTE's were in Advanced and Professional courses, 25.0% were in Postsecondary Vocational courses, and 13.0% were in College Preparatory courses. Other Fall enrollments taken at the end of the drop/add period are shown for comparison. There has been a decrease overall in the number of FTE. By type of course, there has been a large increase in Fall '96 in the percentage of college preparatory classes. This is most likely due to the increased scores required for the course placement in various placement tests.

TABLE 2
DISTRIBUTION OF FTE ENROLLMENT ACROSS COURSES TAKEN BY CREDIT/AUDIT STUDENTS
FALL 1996 COMPARED TO FALL 1995 THROUGH FALL 1992

	Collegewide '96 FTE	%	Collegewide '95 FTE	%	Collegewide '94 FTE	%	Collegewide '93 FTE	%	Collegewide '92 FTE	%
Advanced & Professional	2,421.6	61.98%	2,621.5	64.35%	2,730.3	63.73%	2,813.8	62.89%	2,783.6	64.65%
Postsecondary Vocational	978.4	25.04%	1,087.9	26.70%	1,129.5	26.37%	1,227.4	27.44%	1,149.3	26.69%
College Preparatory	507.0	12.98%	364.4	8.95%	424.3	9.90%	432.6	9.67%	372.7	8.66%
Total	**3,907.0**	**100.00%**	**4,073.8**	**100.00%**	**4,284.1**	**100.00%**	**4,473.8**	**100.00%**	**4,305.6**	**100.00%**
Percent of Increase (Decrease)	**(4.09%)**		**(4.91%)**		**(4.24%)**		**3.91%**			

In summary, there have been some slight changes in the headcount enrollment pattern. More minority and older students are enrolling. While the changes are small, trends are becoming apparent. At the same time, overall FTE have decreased in the last three years. In Fall '96, the enrollment in college preparatory classes increased sharply due to the higher scores put into place for the placement tests.

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 6 NUMBER 5 DECEMBER 1996

COMPARISON OF STUDENTS ENROLLED IN COLLEGE PREPARATORY COURSES IN FALL 1995 TO STUDENTS ENROLLED IN ALL COLLEGE COURSES

INTRODUCTION

The Office of Institutional Research conducted a study of college preparatory students enrolled in any remedial class during Fall 1995 to determine their age and ethnicity, residency, and success rate (grades) and compared them to students enrolled in college credit courses. Residency was defined as the address the student had on the application for admission to the College. The data were analyzed by course within subject area. Since all enrollments were counted and a student could be enrolled simultaneously in remedial courses in reading, writing and mathematics, the resulting collegewide enrollment in these courses is a duplicated headcount while the enrollment in each subject area is unduplicated since a student can enroll in only one college preparatory course in each area. The table on the other side provides summary data for each course.

SUMMARY AND CONCLUSIONS

The majority of students enrolled in college preparatory classes in Fall 1995 were 24 years of age or younger. This varied from a low of 62.2% in MAT 0024 to a high of 77.9% in REA 0002. On the other hand, collegewide less than half (48.0%) of all student enrollments were by students in this age bracket. Thus, it appears that more college age students are in need of remediation than older students.

Residency did not appear to influence enrollment in remedial courses. More than 80% of the enrollments were by residents of Pinellas County; this was consistent with the percentage of Pinellas County residents collegewide.

The majority of students enrolled in a college preparatory course in reading (REA 0001, 68.2%; REA 002, 64.0%) and English (ENC 0002, 64.4%; ENC 0010, 67.4%) passed the course with a grade of C or better. The percentage passing preparatory courses in mathematics was lower. Still, about one-half of the enrolled students either earned a passing grade of D or better or were making satisfactory progress (grade = X) at the end of the semester in mathematics classes (MAT 0002 and MAT 0024). In contrast, in all cases, the percentage of students earning C or better in courses collegewide was 71.8%. The number of semesters a student takes to complete a mathematics preparatory course was not part of this study, but the data indicate that longer than a semester may be necessary for some students to complete the requirements. Age did not appear to significantly affect passing.

When percentages of enrollments by ethnicity in college preparatory classes were compared to percentages in the collegewide enrollment in credit courses, the percentage of white students was lower (84.4% collegewide compared to a low of 60.8% in ENC 0002 and a high of 82.0% in MAT 0024) and the percentage of black students greater (7.1% collegewide compared to a low of 9.8% in MAT 0024 and a high of 41.7% in REA 0001) for all remedial courses. The percentage of Hispanic students enrolled in college preparatory courses was higher (from 5.2% to 10.0%) than their percentage in the collegewide population (4.0%) for all courses except ENC 0002 (3.5%). The percentage of Asian students enrolled in preparatory courses was lower than their percentage in the collegewide population (3.4%) for all mathematics courses (MAT 0002, 2.2%; MAT 0024, 2.3%) and for the beginning level reading (1.7%) courses, but higher for the second reading (6.8%) and both English courses (ENC 0002, 7.5%; ENC 0010, 3.5%).

A copy of the complete report of Students Enrolled in College Preparatory Courses in Fall 1995 is available at each campus library. If you have any additional questions or comments, please contact Dr. Susanne Fischer via fischers@email.spjc.cc.fl.us or call 341-3374.

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TABLE
ENROLLMENT IN COLLEGE PREPARATORY CLASSES vs. UNDUPLICATED COLLEGEWIDE CREDIT STUDENTS
FALL 1995

College Preparatory Class Enrollment Collegewide End-of-Fall

	Mathematics		Reading		English		Collegewide Headcount
	MAT 0002	MAT 0024	REA 0001	REA 0002	ENC 0002	ENC 0010	All Students
A. Age							
Less than 20	765	1049	33	345	121	493	4438
	50.6%	**43.5%**	**58.1%**	**63.5%**	**59.9%**	**63.1%**	**20.4%**
20-24	203	453	10	78	29	99	5997
	13.4%	**18.7%**	**16.7%**	**14.4%**	**14.4%**	**12.8%**	**27.6%**
25-30	191	385	9	55	20	94	3356*
	12.7%	**16.0%**	**15.0%**	**10.1%**	**9.9%**	**12.0%**	**15.4%**
31 and over	351	527	6	63	32	94	7950
	23.3%	**21.8%**	**10.1%**	**12.0%**	**15.8%**	**12.0%**	**36.6%**
B. Ethnicity							
White	1151	1980	25	335	123	563	18357
	76.2	**82.0%**	**41.7%**	**61.7%**	**60.8%**	**72.1%**	**84.4%**
Black	222	236	25	136	55	123	1550
	14.7%	**9.8%**	**41.7%**	**25.0%**	**27.2%**	**15.9%**	**7.1%**
Hispanic	79	112	6	29	7	52	875
	5.2%	**4.6%**	**10.0%**	**5.4%**	**3.5%**	**6.6%**	**4.0%**
Asian	33	53	1	37	15	27	731
	2.2%	**2.3%**	**1.7%**	**6.8%**	**7.5%**	**3.5%**	**3.4%**
Am. Indian	25	33	3	6	2	15	236
	1.7%	**1.3%**	**4.9%**	**1.1%**	**1.0%**	**1.9%**	**1.1%**
C. Residency							
Pinellas	1315	2108	52	458	178	682	18148
	87.1%	**87.4%**	**86.6%**	**84.4%**	**88.1%**	**87.4%**	**83.5%**
Other Florida	169	260	6	60	16	81	2945
	11.1%	**10.7%**	**10.1%**	**11.0%**	**7.9%**	**10.4%**	**13.5%**
Out-of-State	10	25	0	9	1	10	
	0.7%	**1.0%**	**0.0%**	**1.7%**	**0.5%**	**1.3%**	**3.0%**
Not U. S.	16	21	2	16	7	7	656**
	1.1%	**0.9%**	**3.3%**	**2.9%**	**3.5%**	**0.9%**	
D. Grades							
A	252	260	5	51	34	91	16096
	16.6%	**10.8%**	**8.4%**	**9.3%**	**16.8%**	**11.7%**	**30.9%**
B	281	357	19	159	41	217	13490
	18.6%	**14.8%**	**31.5%**	**29.2%**	**20.3%**	**27.8%**	**25.9%**
C	211	311	17	139	55	218	7797
	14.0%	**12.9%**	**28.3%**	**25.5%**	**27.3%**	**27.9%**	**15.0%**
D	20	43	2	40	15	24	2025
	1.3%	**1.8%**	**3.4%**	**7.5%**	**7.4%**	**3.1%**	**3.9%**
F	205	436	5	32	12	82	2953
	13.6%	**18.1%**	**8.4%**	**5.9%**	**5.9%**	**10.5%**	**5.7%**
W	336	659	12	77	41	138	7579
	22.3%	**27.3%**	**20.0%**	**14.3%**	**20.3%**	**17.7%**	**14.6%**
S	0	0	0	29	0	0	349
	0.0%	**0.0%**	**0.0%**	**5.4%**	**0.0%**	**0.0%**	**0.7%**
I	6	15	0	0	2	3	835
	0.5%	**0.6%**	**0.0%**	**0.0%**	**1.0%**	**0.4%**	**1.6%**
X	199	333	0	16	2	7	945
	13.1%	**13.7%**	**0.0%**	**2.9%**	**1.0%**	**0.9%**	**1.8%**

* SPJC FactBook shows this category as 25-29; and the next as 30 and over.
** Includes both out-of-state and not U.S.

SPJC Office of Institutional Research
December, 1996

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 6 NUMBER 6 JANUARY 1997

TREND IN FLORIDA COMMUNITY COLLEGE SYSTEMWIDE FTE ENROLLMENT AND NUMBER OF DEGREE GRADUATES COMPARED TO SPJC

This brief is designed to fulfill two goals. The first purpose is to compare the Florida Community College systemwide FTE enrollment (without lifelong learning) to that of St. Petersburg Junior College (SPJC) for the ten year period beginning with reporting year 1986-87 and ending with 1995-96. A reporting year is different from an academic year though it is the basis of FTE funding and the collection of other statistical information at the state level. For example, the reporting year 1995-96 would be equal to Summer 1995, Fall 1995 and Spring 1996. Lifelong learning is not included in the discussion (although shown on the table) since during the ten year period this classification received grant funds for a number of years for non-degree courses plus no funds for students repeating a credit course to raise grades in a previously passed credit course. Currently, only the latter FTE are included in this category; the grant has been eliminated. The second purpose of this brief is to compare the trend in the number of graduates systemwide to that of SPJC. The table on the other side shows the data and graphs that compare the ten year trend in FTE enrollment and degree graduates.

For four (4) years, beginning with 1986-87 and ending with 1989-90, FTE enrollment increased at a level greater than the previous year, at both the systemwide level (from 4.4% to 8.7%) and at SPJC (from 1.4% to 6.9%) although the growth at SPJC was at a slower rate. Then, for the next three (3) years, although the FTE enrollments were increasing, the annual increase was less than the previous year both statewide (from 7.2% to 2.0%) and at SPJC (from 5.4% to 2.2%). Note then, that the trends at both the state level and at SPJC paralleled each other. However, beginning with 1993-94 this was no longer true. Systemwide the percent of change was slightly negative for 1993-94 (-0.7%), slightly positive for 1994-95 (0.1%), and slightly negative for 1995-96 (-0.7%). At SPJC, the percent of change was slightly negative for 1993-94 (-0.3%), decreased sharply in 1994-95 (-5.1%), and continued to be negative (-3.9%) though not so significantly in 1995-96. Current projections for 1996-97 show the state increasing very slightly but SPJC decreasing. These figures will not be finalized until after the submission of the End-of-Fall and Beginning-of-Spring Student Data Base files.

The number of degree graduates systemwide increased over the previous year for eight (8) of the ten (10) years. At SPJC the number of degree graduates increased over the previous year for seven (7) of the ten (10) years. With one exception, whenever the percent of graduates increased statewide there was an increase in degree graduates at SPJC. In 1989-90, however, the percent of graduates increased systemwide by 6.8% over the previous year, while at SPJC there was a 1.0% decrease in degree graduates.

There does not appear to be a relationship between FTE enrollment increases in one year with corresponding increases in the number of graduates two (2), three (3) or four (4) years later. For example, systemwide in 1992-93, the percent of graduates over the preceding year decreased by -0.5%, yet the enrollment two years prior to that in 1990-91 increased by 7.2% over the preceding year, by 8.7% in 1989-90, and in 1988-89 increased by 8.3% over the preceding year. One would expect full-time students beginning in 1990-91 to graduate by 1992-93 and part-time students beginning in 1988-89 to graduate by that same year. At SPJC, the same was true. In 1992-93 there was a -3.3% decrease in the number of graduates over the previous year, yet the enrollment two years before (in 1990-91) showed a 5.4% increase over the previous year, the enrollment three years before showed 6.9% increase, and the enrollment four years before (in 1988-89) showed a 6.5% increase over the previous year.

In conclusion, with one exception in 1994-95, FTE enrollment at SPJC seems to follow the same trend as the systemwide increases and decreases, although the changes at SPJC appear to be more gradual. Changes in the number of degree graduates appear to have no specific relationship to changes in FTE enrollment changes. However, again, with one exception the changes systemwide seem to be reflected at SPJC; when the number of graduates increases statewide the same is true at SPJC.

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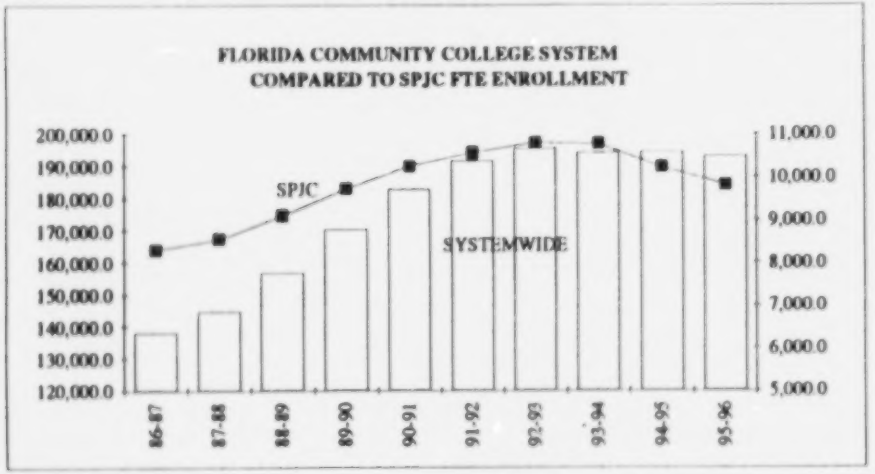
FLORIDA COMMUNITY COLLEGE SYSTEM COMPARED TO SPJC
FTE ENROLLMENT AND NUMBER OF A.A. & A.S. GRADUATES

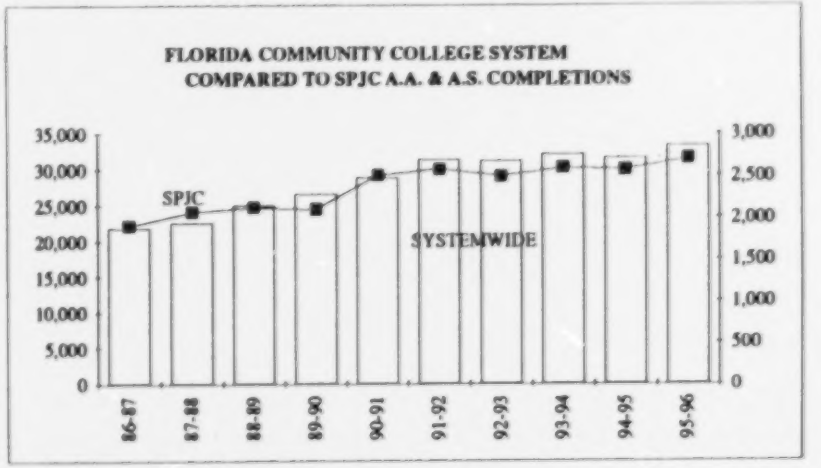
SYSTEMWIDE

	FTE			GRADUATES			
YEAR	FTE (w/o LLL)	% Change	FTE (w/LLL)	AA	AS	Total Graduates	% Change
86-87	138,071.3	4.4	138,141.8	15,213	6,632	21,845	3.4
87-88	144,829.0	4.9	147,639.0	16,540	6,057	22,597	3.4
88-89	156,840.5	8.3	NA	18,919	6,068	24,987	10.6
89-90	170,497.8	8.7	174,444.8	20,287	6,393	26,680	6.8
90-91	182,812.6	7.2	186,211.4	22,230	6,690	28,920	8.4
91-92	191,686.1	4.9	194,442.0	23,845	7,534	31,379	8.5
92-93	195,529.1	2.0	198,066.7	23,115	8,120	31,235	-0.5
93-94	194,257.3	-0.7	195,510.9	22,909	9,183	32,092	2.7
94-95	194,418.8	0.1	195,602.9	22,372	9,263	31,635	-1.4
95-96	193,105.4	-0.7	194,191.6	23,730	9,581	33,311	5.3

SPJC

	FTE			GRADUATES			
YEAR	FTE (w/o LLL)	% Change	FTE (w/LLL)	AA	AS	Total Graduates	% Change
86-87	8,303.9	1.4	8,303.9	1,290	606	1,896	4.0
87-88	8,543.6	2.9	8,586.6	1,439	622	2,061	8.7
88-89	9,096.7	6.5	9,198.3	1,556	560	2,116	2.7
89-90	9,723.0	6.9	9,865.9	1,515	581	2,096	-1.0
90-91	10,250.6	5.4	10,419.1	1,831	668	2,499	19.2
91-92	10,569.5	3.1	10,754.0	1,891	689	2,580	3.2
92-93	10,797.0	2.2	10,895.1	1,784	711	2,495	-3.3
93-94	10,768.8	-0.3	10,830.2	1,748	843	2,591	3.8
94-95	10,223.0	-5.1	10,272.2	1,719	854	2,573	-0.7
95-96	9,823.8	-3.9	9,871.5	1,879	819	2,698	4.9





Notes: FTE data taken from disk provided by Division of Community College Finance Bureau.
If a discrepancy occurred, SPJC Graduate data was used.
Vocational Certificate figures are not included in this data.

Source: Florida Community College's Factbook (1989-1996)
SPJC Office of Institutional Research 11/7/96

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 6 NUMBER 7 JUNE 1997

A COMPARISON OF SPJC GRADUATES 1995-96 VS. 1990-91

In September 1991 a study was conducted (Research Brief, Volume 1 Number 2) to learn whether or not students in need or remediation completed their degree programs and, if they did, in how many semesters were they enrolled from first attendance to degree award. The academic records of students who graduated from St. Petersburg Junior College at the end of the 1990-91 reporting year (summer session 1990, fall session 1990, and spring session 1991) were analyzed so that the following questions could be answered:

- How many students graduated in the reporting year?
- How many students had taken one or more college preparatory classes?
- How many semesters did the majority of students attend the college in order to complete the degree requirements?
- Was there a difference for the majority of students in the number of semesters needed to complete the A.A. degree compared to the A.S. degree?
- What was the effect of participation in college preparatory classes on the number of semesters needed to complete degree requirements?

Various diverse factors led to the 1990-91 study. Among them were emphasis on educational accountability, the calls for institutional effectiveness which mandated the development of student tracking systems whose cost of maintenance was largely dependent upon the number of years student cohorts would be tracked on computer mainframes, and tentative state support for colleges for a number of years. Thus, it was obligatory for colleges to examine the acceptability of students not prepared for college work.

Since the original study, additional degree and curriculum changes, as well as funding incentives, have occurred that once again make it important for the college to examine the success of students requiring remediation in terms of meeting degree requirements. The number of hours required for the A.A. degree has been reduced from 64 credits to 60 credits; many A.S. degree credit requirements have been reduced as well.

Two incentive funding programs -- Program Based Incentive Funding and Program Based Budgeting -- have been established statewide which reward colleges for degree completers, especially successful completers who required remediation. Innovative curriculum changes have occurred to enhance student success, especially in remedial classes. The current study examined students completing degree requirements in the 1995-96 reporting year (summer session 1995, fall session 1995, spring session 1996) in terms of the same questions (above) and compared the results to the 1990-91 study.

Findings

As a community college, St. Petersburg Junior College adheres to the open door policy, accepting students with high school diplomas and GED's without regard to their actual preparation. In 1990 approximately two-thirds of the students were part-time attendees, enrolling for fewer than 12 semester hours during the fall and spring sessions, or fewer than nine semester hours during the summer session. This remained true in 1995; in fact, the percentage of part-time attendees was slightly higher.

There were slightly more graduates (3.5%) receiving the A.A./A.S. degrees in the 1990-91 reporting year than in 1995-96 (2,745 vs. 2,652). This was not surprising since the college has experienced decreasing enrollments in recent years. The majority of graduates in both years received the A.A. degree (1,772 or 64.6% in 1990-91; 1,864 or 70.3% in 1995-96). This is similar to the distribution of the annual unduplicated headcount wherein the number of students studying for the A.A. degree is greater than those enrolled in A.S. degree programs.

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More of the students who graduated in 1995-96 (1,414 or 53.3%) had enrolled in one or more college preparatory classes during their tenure at SPJC than had those who graduated in 1990-91 (1,183 or 43.1%). Table 1 shows the number of graduates by degree earned and participation in remediation. The overall percentage of students who were remediated was greater in 1995-96 than in 1990-91. Nevertheless, the fact that more students in the group receiving the AA. degree were remediated than in the group of students receiving the A.S. degree (45.3% vs. 39.1% in 1990-91 compared to 54.9% vs. 49.5% in 1995-96) remained true. While it continues to be gratifying that students who come to SPJC in need of remediation can be successful in terms of degree completion, this study did not address the number of students who enroll in but never complete college preparatory classes.

TABLE I

NUMBER OF GRADUATES WHO WERE/WERE NOT REMEDIATED BY DEGREE AWARDED

	A. A. Degree		A.S. Degree	
Semester Graduated	**Remediation**	**No Remediation**	**Remediation**	**No Remediation**
1990-91				
Session 3 '90	251	267	73	99
Session 1 '90	244	290	143	248
Session 2 '91	308	412	164	246
Total	**803**	**969**	**380**	**593**
Percent	**45.3%**	**54.7%**	**39.1%**	**61.0%**
Total by Degree	**1772**		**973**	
1995-96				
Session 3 '95	270	220	45	38
Session 1 '95	299	190	138	142
Session 2 '96	455	430	207	218
Total	**1024**	**840**	**390**	**398**
Percent	**54.9%**	**45.1%**	**49.5%**	**50.5%**
Total by Degree	**1864**		**788**	

The majority of students (1,727 or 62.9% in 1990-91; 1,576 or 59.4% in 1995-96), whether or not they had taken college preparatory classes and without regard to full-time/part-time attendance or degree earned, completed the degree requirements in nine semesters of attendance or less. Among students who had not required college preparatory classes about three-fourths (71.3% in 1990-91; 75.3% in 1995-96) completed the degree requirements in nine semesters or less. In the 1990-91 study about one-half (49.7%) of the students not requiring remediation graduated in six semesters or less; in 1995-96 about two-fifths (38.9%) graduated in six semesters or less. This percentage reduction may reflect the gradual increase in the percentage of students attending SPJC on a part-time basis. However, it was interesting to note a significant difference by degree in the percentage of non-remediated students who graduated in six semesters or less. In 1990-91 over one-half (55.7%) of A. S. degree graduates met this criteria compared to less than one-third (32.7%) in 1995-96. This compares to 46.0% in 1990-91 and 41.8% in 1995-96 for A. A. degree graduates. The data reflects semesters of actual enrollment by students.

Among students who had enrolled in college preparatory classes, about one-half (51.8% in 1990-91; 45.5% in 1995-96) completed the degree requirements in nine semesters or less. In 1990-91 more than four-fifths (83.2%) of students who were remediated graduated in 12 semesters or less; in 1995-96 almost three-fourths (72.7%) of these students completed in the same time. Table 2 shows the number of semesters of actual student enrollment to receipt of degree by remediation status.

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TABLE 2

NUMBER OF SEMESTERS ENROLLED TO COMPLETE DEGREE REQUIREMENTS BY REMEDIATION STATUS

	Number of Semesters							
	6 or less		7 - 9		10-12		13 or more	
	#	%	#	%	#	%	#	%
1990-91								
A.A. Degree								
Remediation	179	22.3%	253	31.5%	249	31.0%	122	15.2%
No Remediation	446	46.0%	262	27.9%	178	18.4%	83	8.6%
A.S. Degree								
Remediation	109	28.7%	72	19.0%	122	32.1%	77	20.3%
No Remediation	330	55.7%	76	12.8%	104	17.5%	83	14.0%
Total								
Remediation	**288**	**24.3%**	**325**	**27.5%**	**371**	**31.4%**	**199**	**16.8%**
No Remediation	**776**	**49.7%**	**338**	**21.6%**	**282**	**18.1%**	**166**	**10.6%**
1995-96								
A.A. Degree								
Remediation	191	18.7%	369	36.0%	248	24.2%	216	21.1%
No Remediation	351	41.8%	322	38.3%	103	12.3%	64	7.6%
A.S. Degree								
Remediation	10	2.6%	74	19.0%	136	34.9%	170	43.6%
No Remediation	130	32.7%	129	32.4%	71	17.8%	68	17.1%
Total								
Remediation	**201**	**14.2%**	**443**	**31.3%**	**384**	**27.2%**	**386**	**27.3%**
No Remediation	**481**	**38.9%**	**451**	**36.4%**	**174**	**14.1%**	**132**	**10.7%**

Since the majority of students complete degree requirements in nine (9) semesters or less, it seemed appropriate to compare by degree and remediation status, the percentages of students graduating in each study. With one exception, there seemed to be little change in the percentages of students graduating in nine semesters or less by degree and remediation status. For those students receiving the A.A. degree, more than one-half (53.8%) of students who were remediated, and about three-fourths (73.5%) of the students who were not remediated graduated in nine semesters of attendance or less in 1990-91; in 1995-96 these percentages were 54.7% and 80.1%, respectively. For those students receiving the A.S. degree about two-thirds (68.5% in 1990-91; 65.1% in 1995-96) who were not remediated graduated in nine semesters of attendance or less. However, almost one-half (47.7%) of the students who were remediated and received the A.S. degree in 1990-91 completed degree requirements in nine semesters or less compared to less than one-fourth (21.6%) in 1995-96.

Overall, in each study about one-tenth (10.6% in 1990-91; 10.7% in 1995-96) of students not requiring remediation took 13 or more semesters of attendance to complete degree requirements. More A.S. degree graduates (14% in 1990-91; 17.1% in 1995-96) than A.A. degree graduates (8.6% in 1990-91; 7.6% in 1995-96) required this time length. Among students requiring remediation the percentage who attended SPJC 13 or more semesters was not only higher (than those who were not remediated) but increased from less than one-fifth (16.8%) in 1990-91 to more than one-fourth (27.3%) in 1995-96. Again, more A.S. degree graduates (20.3% in 1990-91; 43.6% in 1995-96) than A.A. degree graduates (15.2% in 1990-91; 21.1% in 1995-96) required this time length. Recall that, in general, the number of credits in A.S. degree programs is greater than the number of credits in the A.A. degree program and this may affect the time length to degree.

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SUMMARY

Students who come to SPJC in need of remediation can be successful and can complete their degree programs. This was true in 1990-91 and remained true in 1995-96.

Nevertheless, there were some differences between the graduates in each study. Even though there were slightly more graduates in 1990-91 than in 1995-96, more students who graduated in 1995-96 had participated in one or more college preparatory classes than those who graduated in 1990-91. This was true regardless of the degree earned.

Slightly less than 90% of the graduates who had not required remediation completed degree requirements within four years (12 semesters) of attendance. In contrast about 83% of 1990-91 students in need of remediation completed degree requirements in this time frame compared to about 73% in 1995-96. Additionally, slightly less than 50% of the students not requiring remediation in 1990-91 completed degree requirements in six semesters or less. In 1995-96 this percentage decreased to less than 40%. Thus, even though the number of hours in many degree programs have been reduced, students appeared to be attending more semesters to complete degree requirements in 1995-96.

On the other hand, since more graduates are participating in remedial courses, the college is accomplishing the goals of the statewide incentive funding programs which reward all degree completions but provide additional incentives when graduates were remediated. Curriculum changes, especially in remedial courses, may be affecting the success of students in need of remediation in a positive manner. This can be determined through cohort tracking. Finally, the completion timeline, as well as the number of remediated graduates, have important implications for the length of time student tracking systems should follow student cohorts.

SPJC Office of Institutional Research
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